

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
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## FILE INFORMATION

Because Microsoft Excel (.xls) and data base format (.dbf) files have a maximum limit of variables in a file, approximately 250 variables, multiple files are needed to report the data. For accuracy and ease of presentation the file layout is not separated into multiple file layouts. The variables on the multiple files are sequenced in ascending order as described in the file layout. Each file has identification variables (CODE) for matching data from the discrete file.

The Excel files are:

NCLB04\_1.xls

NCLB04\_2.xls

The DBF files are:

NCLB04\_1.dbf

NCLB04\_2.dbf

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					<p style="text-align: center;"><b>IDENTIFICATION INFORMATION</b></p> <p><b>File Name:</b> NCLByy    common layout – School/District/State – SAS and EXCEL format</p> <p><b>Description:</b> The “No Child Left Behind Act of 2001,” is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. The Act continues federal distribution to public elementary and secondary education schools, districts, and states to support education for disadvantaged students.</p> <p>The file reports AYP status for the school, district or state. Annual Measurable Objects (AMO's) are presented for reading, mathematics, other indicators and participation rate components and for subpopulations of White non-Hispanic, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and Students with Disabilities.</p> <p><u>Reportable subpopulations (sufficient size criteria)</u>  A subpopulation is only reportable (of sufficient size) if it meets a minimum group size (10 students per accountable grade and 60 students overall per school/district [as appropriate] in the accountable grades or that the subpopulation must be at least 15% of the overall school/district total population). NOTE: Total Population does not have the minimum group size applied.</p> <p>Reportable subpopulation <u>Participation Rate (sufficient size criteria)</u>  Participation Rate for AYP is only reportable when it meets a minimum group size (10 students per accountable grade and 60 students overall per school/district) in the accountable grades.</p> <p><b>Program Name:</b> NCLByy.SAS</p> <p><b>Security Level:</b> Public upon release date; otherwise internal.</p>

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					<p style="text-align: center;">2004 Revision Information</p> <p>Version 03 – February 06, 2004</p> <ul style="list-style-type: none"> <li>The addition of “???” value to Overall AYP Status –2003 (AYP_OA03) was removed. USDOE denied Kentucky’s request for transitional authority.</li> </ul> <p>Version 04 – March 30, 2004</p> <ul style="list-style-type: none"> <li>The addition of variable IPGL2002 and movement of variable TST_AI_02 to proper position in layout. Variable IPGL2002 is present in the data file, but was not documented in the file layout.</li> </ul> <p>Version 05 – May 05, 2004</p> <ul style="list-style-type: none"> <li>Add missing information for variable AYP_PAR03 that was included in variable AYP_PAR02 [Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).]</li> </ul> <p>Version 06 – May 15, 2004</p> <ul style="list-style-type: none"> <li>Revised Performance Judgment definitions for districts.</li> <li>Add additional 2004 Adequate Yearly Progress (AYP) variables for Reading, Mathematics, etc.</li> <li>Add additional variables for grade counts for each subpopulation.</li> <li>Revise identification criteria used to identify a subpopulation of sufficient size for assessment of its AMO. Starting with 2004 data, sufficient size procedure specifies that each accountable grade must have 10 subpopulation students and (60 subpopulation students overall per school/district or the subpopulation must be at least 15% of the overall school/district total population) for the subpopulation to meet sufficient size criteria.</li> <li>Provide for new guidelines from USDOE, that the participation rate for annual testing can now be an average of up to three years. This procedure applies to both the total population of students and each subpopulation.</li> <li>Add Reading &amp; Mathematics Flag variables for each subpopulation. These flags indicate the use of 15% criterion to identify the subpopulation as meeting sufficient size.</li> <li>Revise LEP subpopulation calculation of the percentage of Proficient or above. Starting in 2004, if a LEP subpopulation is of sufficient size to be reportable for AYP, LEP students who have exited the LEP program (by demonstrating English proficiency) in the last two years can/will be added to the current year subpopulation prior to calculation of the percentage Proficient or above. The decision to add exited LEP students will depend on its impact. Added the following variables: LEP_RD_COMB (Limited English Proficiency Reading Combined Population Status) LEP_MA_COMB (Limited English Proficiency Mathematics Combined Population Status) LEP_PAR_COMB (Limited English Proficiency participation Combined Population Status)</li> <li>Provide for the recently allowed exemption by USDOE for “recently arrived” LEP students from one administration of the reading KCCT. Recently arrive is defined as less than 10 months before the test is administered.</li> <li>Revise the definition of Full Academic Year. A full academic year is defined as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</li> <li>Revise High School Graduation Rate Definition</li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					<p><b>DESCRIPTIVE INFORMATION</b></p> <p>Information contained on this file is obtained from the raw data generated from the Kentucky Core Content Test (KCCT) provided by the contractor, Nationally Norm Referenced Test (NRT) provided by the contractor, databases at the Kentucky Department of Education housing nonacademic data, school information, district information from current and prior years.</p> <p>Identification and matching of school, district, and state level data is handled via the CODE field.</p> <p>File Sequence: CODE ascending.</p> <p>Terminology:</p> <ul style="list-style-type: none"><li>• AMO – Annual Measurable Objective</li><li>• AYP – Adequate Yearly Progress</li><li>• BLANK - When used in the description of a value in a data field, blank is used interchangeably with null and missing.</li><li>• CATS – Commonwealth Accountability Testing System</li><li>• KCCT – Kentucky Core Content Tests</li><li>• NCLB – No Child Left Behind</li><li>• NRT – Nationally Norm Referenced Test (CBTS/5 Survey Edition)</li><li>• NULL - When used in the description of a value in a data field, null is used interchangeably with blank and missing.</li><li>• QC – Quality Control</li></ul>
					<p><b>FILE NAMES</b></p> <p>(School/District/State) NCLB04. – NCLB 2004 performance.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
CODE	Char.	6	SCHCTL		<p>Code Number assigned by KDE to identify the school building site.</p> <p>Code consists of a 3 character District No. followed by 3 characters of blanks.</p> <p>Certain Districts have different numbers assigned for Commonwealth Accountability Testing System processing. These are:</p> <p>602 -- KY SCH FOR BLIND State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the School of the parents' legal residence.</p> <p>603 -- KY SCH FOR DEAF State school, responsible for administration of Commonwealth Accountability Testing System test (School of Origin). Students are accountable to the school of the parents' legal residence.</p> <p>606 -- MODEL LAB Special school run by Eastern Kentucky University, with fiscal responsibility of Madison County Public Schools. Effective 2002-2003, Model Lab school results are reported within Madison County Public Schools (district 365).</p> <p>999 -- STATE Code For summarization of school results at the STATE level, a special code (999) is assigned within the Commonwealth Accountability Testing System to permit the aggregation and reporting of data at the State level.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
DISTNO	Char.	6	Schctlyy	District Number	<p>District Number assigned by KDE.</p> <p>Code consists of a 3 character District No. followed by a 3 blank character s.</p> <ul style="list-style-type: none"> <li>Certain Districts have different numbers assigned for KCCT processing. These are: <ul style="list-style-type: none"> <li>602 -- KY SCH FOR BLIND State school, responsible for administration of KCCT test (School of Origin). Students are accountable to the School of parents legal residence.</li> <li>603 -- KY SCH FOR DEAF State school, responsible for administration of KCCT test (School of Origin). Students are accountable to the School of parents legal residence.</li> <li>607 -- FT CAMPBELL Federal Schools on Military base. Students do not participate in the testing program and the schools are not accountable to the Commonwealth of Kentucky.</li> <li>608 -- FT KNOX Federal Schools on Military base. Students do not participate in the testing program and the schools are not accountable to the Commonwealth of Kentucky.</li> <li>606 -- MODEL LAB Special Schools run by Eastern Kentucky University, with fiscal responsibility of Madison County Public Schools. Effective 2002-2003, Model Lab school results are reported within Madison County Public Schools (district 365).</li> </ul> </li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
REGION	Char.	2	Schctly	ADD Region Code	<p>Area Development District (ADD) Region codes indicate the geographic region where a school is located.</p> <p>Kentucky's counties are grouped into 15 regions known as Area Development Districts, or ADD's. ADD's are a means by which local elected officials and citizens unite to provide for the planned growth of their area. An ADD is therefore a regional organization that assists in the formulation and implementation of human resource and infrastructure related plans.</p> <p>Region codes range from 01 to 15.</p> <p>Area Development District (ADD) Region codes</p> <p>01 - Purchase  02 - Pennyrile  03 - Green River  04 - Barren River  05 - Lincoln Trail  06 - KIPDA (Also encompasses Indiana counties of Clark and Floyd)  07 - Northern Kentucky  08 - Buffalo Trace  09 - Gateway  10 - FIVCO  11 - Dig Sandy  12 - Kentucky River  13 - Cumberland Valley  14 - Lake Cumberland  15 - Bluegrass</p>
DISTNAME	Char.	30	SCHCTL	District Name	<p>Name of District.</p> <ul style="list-style-type: none"> <li>999 = State</li> </ul>
SCHNAME	Char.	45	SCHCTL	School Name	<p>School name</p> <ul style="list-style-type: none"> <li>BLANK in District, Region and State only entities</li> </ul>
					<b>SCHOOL ACCOUNTABILITY CONTROL INFORMATION</b>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
CLSS	Char.	9	KDEACCyy	PERFORMANCE JUDGMENT – 2004	<p>PERFORMANCE JUDGMENT</p> <p>Accountability Cycle 2004 Performance Judgment Messages. For the preliminary NCLB release (August 2004) CATS Performance Judgment messages are not reported. When CATS results are released in October 2004, the Performance Judgment is added.</p> <p>School performance judgment messages are:</p> <ul style="list-style-type: none"> <li>• MEET GOAL – “Meets Goal”</li> <li>• DROP NOV – “Meets Goal – Dropout and Novice Reduction”</li> <li>• DROP – “Meets Goal – Dropout”</li> <li>• NOV – “Meets Goal – Novice Reduction”</li> <li>• PROGRESS – “Progressing”</li> <li>• DECL D/N - “Progressing – Decline, Dropout Rate and Novice Reduction”</li> <li>• DECL DROP – “Progressing – Decline and Dropout”</li> <li>• DECL NOV – “Progressing – Decline and Novice Reduction”</li> <li>• PROG D/N – “Progressing – Dropout and Novice Reduction”</li> <li>• DECL – “Progressing – Decline”</li> <li>• PROG DROP – “Progressing – Dropout Rate”</li> <li>• PROG NOV – “Progressing – Novice Reduction”</li> <li>• ASSIST 1 – “Assistance Level 1”</li> <li>• ASSIST 2 – “Assistance Level 2”</li> <li>• ASSIST 3 – “Assistance Level 3”</li> </ul> <p>District performance judgment messages are:</p> <ul style="list-style-type: none"> <li>• MEET GOAL – “Exemplary Growth District”</li> <li>• AUDIT 1 = “Audit Level 1 District”</li> <li>• AUDIT 2 = “Audit Level 2 District”</li> <li>• NOT MET – “No Classification”</li> </ul> <p>Further definition of the messages can be found in the KDE document <a href="#">Commonwealth Accountability Testing System, Performance Judgment Messages – Accountability Cycle 2004</a></p>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
JOINT	Char.	1	SCHCTL.DBF	Joint School	<p>Joined School Indicator.</p> <p>Data from schools that do not house both grades 4 and 5 or both grades 7 and 8. Student performance data for the split schools are aggregated into a combined school data entity referred to as a Joined School.</p> <ul style="list-style-type: none"> <li>• BLANK = Not a joined school</li> <li>• 1 = Joined school</li> </ul> <p><b>Note:</b> Joint School Indicator is used only to note the schools that makeup a joint school (AAA) but is not used to indicate the actual joint school (AAA).</p> <p>All joint schools are provided a NCLB Federal Accountability Report. However, these reports document the progress of all of the joint school, as a whole and not the progress of each individual school that makeup the joint school.</p>
ACC_LOW	Char	2	SCHCTL	Low grade of Accountability	<p>Accountability Lowest Grade Level in School year.</p> <p>00 = Pre-school / Head-start            0E = 5 year olds – formally Kindergarten type students            0P = Primary            PS = Pre-school Non-Public            01 = 1<sup>st</sup> grade – Federal operated schools only            02 = 2<sup>nd</sup> grade – Federal operated schools only            03 = 3<sup>rd</sup> grade – Federal operated schools only            04 = 4<sup>th</sup> Grade            05 = 5<sup>th</sup> Grade            06 = 6<sup>th</sup> Grade            07 = 7<sup>th</sup> Grade            08 = 8<sup>th</sup> Grade            09 = 9<sup>th</sup> Grade            10 = 10<sup>th</sup> Grade            11 = 11<sup>th</sup> Grade            12 = 12<sup>th</sup> Grade</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACC_HGH	Char	2	SCHCTL	High grade of Accountability	<p>Accountability Highest Grade Level in school year.</p> <p>00 = Pre-school / Head-start  0E = 5 year olds – formally Kindergarten type students  0P = Primary  PS = Pre-school Non-Public  01 = 1<sup>st</sup> grade – Federal operated schools only  02 = 2<sup>nd</sup> grade – Federal operated schools only  03 = 3<sup>rd</sup> grade – Federal operated schools only  04 = 4<sup>th</sup> Grade  05 = 5<sup>th</sup> Grade  06 = 6<sup>th</sup> Grade  07 = 7<sup>th</sup> Grade  08 = 8<sup>th</sup> Grade  09 = 9<sup>th</sup> Grade  10 = 10<sup>th</sup> Grade  11 = 11<sup>th</sup> Grade  12 = 12<sup>th</sup> Grade</p>
TITLE_1	Char.	1	T1SCHyy_NCLB	Title 1 School	<p>Title 1 indicator.</p> <ul style="list-style-type: none"> <li>Y = Yes, a Title I school or district</li> <li>N = No, not a Title I School or district</li> </ul> <p><b>NOTE:</b> The school's NCLB's Title 1 status is given as of the start of the school year following the prior school year Spring KCCT testing. The NCLB's Title 1 status may be different from the KCCT's Title 1 status reported in the Kentucky Performance Report (KPR). The school's/district's KPR Title 1 status is stated at the time of testing while the NCLB's Title 1 status is stated at the time of reporting (the beginning of the next school year).</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACTION	Char.	1	SCHCTL	School Reconfiguration Indicator	<p>Restructuring of School Student Population based on Geographic boundary changes and / or major student enrollment shifts. The calculation of the School's Accountability Indexes, Baseline, Improvement Goals, and Performance Judgments are effected.</p> <p>A = Reconfigured School or New School – District Baseline is used in Accountability calculations.</p> <p>C = Reconfigured School or New School in 1998-1999 school year. School is treated as if it is not reconfigured, with the exception that the nonacademic index from the district from the previous year at the corresponding level (elementary, middle, or high school) is substituted for the school's nonacademic data.</p> <p>D = Reconfigured School that is accountable based on it's own results but uses the District goal, assistance and novice reduction lines.</p> <p>E = Reconfigured School or New School in the current school year. School is treated as if It is not reconfigured, with the exception that the nonacademic index from the district from the first (Baseline) accountability cycle (1999-2002) at the corresponding level (elementary, middle, or high school) is substituted for the school's nonacademic data.</p> <p>F = Reconfigured School that is using the District Baseline (goal) for Accountability. School is treated as if it is not reconfigured (will use school assessment data), with the exception that the district nonacademic information from the previous year at the high school level is substituted for the school's nonacademic data. (This is a special case for new high schools that do not have all grades in the prior year).</p> <p>N = No Index Computed – School is an A2 .... A6 school and/or school closed within the reporting school year.</p> <p>S = Standard Computation</p> <p>blank = School not Reconfigured</p> <p>Field is blank in State (999) records.</p> <p>NOTE: Variable is used by contractor and not reported on KPR.</p>
ACTNYR	Char.	4	Translated from SCHCTL	Year of School Reconfiguration	<p>Year of School Reconfiguration</p> <p>NOTE: Variable is used by contractor and not reported on KPR.</p>
GRD_RDN	Num	8	Translated from SCHCTL	Reading Level	<p>Reading School, District or State grade levels</p> <ol style="list-style-type: none"> <li>1. Elementary</li> <li>2. Middle</li> <li>3. Elementary and Middle</li> <li>4. High</li> <li>5. Elementary and High (Not currently used)</li> <li>6. Middle and High</li> <li>7. Elementary, Middle and High</li> </ol>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
GRD_MAN	Num	8	Translated from SCHCTL	Mathematics Level	Mathematics School, District or State grade levels 1. Elementary 2. Middle 3. Elementary and Middle 4. High 5. Elementary and High (Not currently used) 6. Middle and High 7. Elementary, Middle and High
					<b>NCLB STARTING POINTS and GOALS INFORMATION</b>
RD_2002	Num 6.2	8	calculated	Reading Starting point	Reading Starting point • The 20 <sup>th</sup> Proficiency percentile starting points in reading calculated separately at the elementary, middle and high school levels. • 2002 is the starting year for NCLB
RD_2003	Num 6.2	8	calculated	Reading Goal for 2003	Reading Goal for 2003
RD_2004	Num 6.2	8	calculated	Reading Goal for 2004	Reading Goal for 2004
RD_2005	Num 6.2	8	calculated	Reading Goal for 2005	Reading Goal for 2005
RD_2006	Num 6.2	8	calculated	Reading Goal for 2006	Reading Goal for 2006
RD_2007	Num 6.2	8	calculated	Reading Goal for 2007	Reading Goal for 2007
RD_2008	Num 6.2	8	calculated	Reading Goal for 2008	Reading Goal for 2008
RD_2009	Num 6.2	8	calculated	Reading Goal for 2009	Reading Goal for 2009
RD_2010	Num 6.2	8	calculated	Reading Goal for 2010	Reading Goal for 2010
RD_2011	Num 6.2	8	calculated	Reading Goal for 2011	Reading Goal for 2011
RD_2012	Num 6.2	8	calculated	Reading Goal for 2012	Reading Goal for 2012
RD_2013	Num 6.2	8	calculated	Reading Goal for 2013	Reading Goal for 2013
RD_2014	Num 6.2	8	calculated	Reading Goal for 2014	Reading Goal for 2014

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MA_2002	Num 6.2	8	calculated	Mathematics Starting point	Mathematics Starting point <ul style="list-style-type: none"> <li>The 20<sup>th</sup> Proficiency percentile starting points in Mathematics calculated separately at the elementary, middle and high school levels.</li> <li>2002 is the starting year for NCLB</li> </ul>
MA_2003	Num 6.2	8	calculated	Mathematics Goal for 2003	Mathematics Goal for 2003
MA_2004	Num 6.2	8	calculated	Mathematics Goal for 2004	Mathematics Goal for 2004
MA_2005	Num 6.2	8	calculated	Mathematics Goal for 2005	Mathematics Goal for 2005
MA_2006	Num 6.2	8	calculated	Mathematics Goal for 2006	Mathematics Goal for 2006
MA_2007	Num 6.2	8	calculated	Mathematics Goal for 2007	Mathematics Goal for 2007
MA_2008	Num 6.2	8	calculated	Mathematics Goal for 2008	Mathematics Goal for 2008
MA_2009	Num 6.2	8	calculated	Mathematics Goal for 2009	Mathematics Goal for 2009
MA_2010	Num 6.2	8	calculated	Mathematics Goal for 2010	Mathematics Goal for 2010
MA_2011	Num 6.2	8	calculated	Mathematics Goal for 2011	Mathematics Goal for 2011
MA_2012	Num 6.2	8	calculated	Mathematics Goal for 2012	Mathematics Goal for 2012
MA_2013	Num 6.2	8	calculated	Mathematics Goal for 2013	Mathematics Goal for 2013
MA_2014	Num 6.2	8	calculated	Mathematics Goal for 2014	Mathematics Goal for 2014
					<b>ADEQUATE YEARLY PROGRESS (AYP) COMPONENT'S STATUS</b>

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IPGL2004	Num 5.1	8	Calculated	Improvement Goal Point for Accountability Cycle 2004	<p>Improvement Goal Point for Accountability Cycle 2004.</p> <p>"Goal Line" means a fixed line that extends from a point that is one (1) standard error of measurement below school's baseline index to a point that is one (1) standard error of measurement below the state goal established for the target biennium. Points calculated define this shall be rounded to the nearest tenth. In any biennium, a school's growth accountability index shall be at or above this line in order to achieve a classification of meets goal in recognition of growth. (703 KAR 5:020).</p> <ul style="list-style-type: none"> <li>The improvement goal point for accountability cycle 2004 is the biennium 2004 goal point on the goal line minus one standard error of measurement.</li> <li>Schools with service area reconfigurations after the 1998-1999 school year and within 2000-2001 &amp; 2001-2002 shall be assigned a improvement goal point for accountability cycle 2004 calculated from the 2000-2001 and 2001-2002 aggregated district level data for the appropriate level (elementary, middle, or high school)</li> </ul> <p>The school district may submit to the Department of Education a plan for reconstituting baseline data taking into consideration the changes in service areas. This alternative shall not be implemented until the affected schools have a complete biennium of data to be considered in the growth calculations.</p>
AYP_RD02	Char.	3		AYP Reading 2002	<p>Reading AYP Component status – 2002</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank Null, Not sufficient information to provide a judgment  a. Current year (2003) reconstituted school will have blank data  b. Reconfigured School with Action Code A and current ACTNYR (2003)</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in "safe harbor" and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the "other indicator" which is the previous year accountability index.</p>

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AYP_RDOA02	Char.	3		AYP Reading Overall Status 2002	<p>Reading AYP Overall Component status – 2002</p> <p>Y      Yes, meets AYP requirements  N      No, does not meet AYP requirements  S      Safe, meets AYP requirement through Safe Harbor  N/A    Not Applicable  2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank    Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p><b>Note:</b> To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements (see above AYP_RD02), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not met the school/district has not met the Reading AYP Overall Component status.</p>
AYP_MA02	Char.	3		AYP Mathematics 2002	<p>Mathematics AYP Component status – 2002</p> <p>Y      Yes, meets AYP requirements  N      No, does not meet AYP requirements  S      Safe, meets AYP requirement through Safe Harbor  N/A    Not Applicable  a.2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank    Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other indicator” which is the previous year accountability index.</p>

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AYP_MAOA02	Char.	3		AYP Mathematics Overall Status 2002	<p>Mathematics AYP Overall Component status – 2002</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A  b  Blank Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p><b>Note:</b> To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements (see above AYP_MAO2), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not meet the school/district has not meet the Mathematics AYP Overall Component status.</p>
AYP_PAR02	Char.	3		AYP Participation Rate 2002	<p>Participation Rate AYP Component status –2002</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <ul style="list-style-type: none"> <li>Participation Rate Component Status not only reflects if the entire student body met the Participation Rate AYP requirement (95% participation) for each content area (Reading &amp; Mathematics) but also if all NCLB reported subpopulations (White, African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet Participation Rate AYP requirements.</li> <li>Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> </ul>



# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_AI02	Char.	3		AYP Accountability Index 2002	<p>Accountability Index Elementary, middle, or high AYP Component status – 2002</p> <p>Y      Yes, meets AYP requirements  N      No, does not meet AYP requirements  S      Safe, meets AYP requirement through Safe Harbor  N/A    Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank    Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p>Note: Accountability Index Component Status (which is under the NCLB's required "other academic indicator") is lagged one year. The 2002 Index is the CATS Accountability Index from 2001.</p>
AYP_GR02	Char.	3		AYP Graduation Rate 2002	<p>Graduation Rate High School AYP Component status –2002</p> <p>Y      Yes, meets AYP requirements  N      No, does not meet AYP requirements  S      Safe, meets AYP requirement through Safe Harbor  N/A    Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank    Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p>Note: Graduation Rate Component Status (which is under the NCLB's required "other academic indicator") only reflects if the entire High School student body met the Graduation Rate AYP requirement.</p> <p>At the high school level, under "other academic indicator" school /districts students must improve or be equal to 100 for their graduation rate. Kentucky will meet this requirement by calculating a graduation rate consistent with NCLB requirements.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_OA02	Char.	3		AYP Overall Status 2002	<p>Overall AYP Status – 2002</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor  N/A Not Applicable  a. 2002 judgment not made on 2003 NCLB definition are rendered N/A</p> <p>Blank Null, Not sufficient information to provide a judgment  (Current year (2003) reconstituted school will have blank data)</p> <p>Note: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.</p>
NCLB_02	Char.	3		NCLB Consequences 2002	<p>NCLB Consequences – 2002</p> <p>If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OA02 there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.</p> <p><b>N/A</b> Title I school but No Applicable information  a. Not a Title I school</p> <p><b>0</b> Title I school has No Consequence</p> <p><b>1</b> Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.</p> <p><b>2</b> Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.</p> <p><b>3</b> Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.</p> <p><b>4</b> Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.</p> <p><b>5</b> Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.</p>

## NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_RD03	Char.	3		AYP Reading 2003	<p>Reading Elementary, middle, or high AYP Component status – 2003</p> <p>Y Yes, meets AYP requirements  N No, does not meet AYP requirements  S Safe, meets AYP requirement through Safe Harbor (see additional info below)  N/A Not Applicable  Blank Null, Not sufficient information to provide a judgment</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other academic indicator” which is the accountability index.</p> <p>Note: Reading Component Status not only reflects if the entire student body met the reading AYP requirement but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet AYP requirements. A subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district or 15% of total student population).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_RDOA03	Char.	3		AYP Reading Overall Status 2003	<p>Reading Elementary, middle, or high AYP Overall Component status – 2003</p> <p>Y Yes, meets AYP Overall requirements  N No, does not meet AYP Overall requirements  N/A Not Applicable  Blank Null, Not sufficient information to provide a judgment</p> <p><b>Note:</b> To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements (see above AYP_RD03), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Reading AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not met the Reading AYP Overall Component status.</p> <p><b>AYP Accountability Index requirements:</b>  Index must meet at least one of the following to meet requirement</p> <ol style="list-style-type: none"> <li>1. Accountability Index must be greater than prior year; or</li> <li>2. Accountability Index greater than or equal to 80.00</li> <li>3. Accountability Index greater than or equal to goal</li> </ol> <p><b>High School Graduation Rate Requirements:</b>  High School must be at or above the appropriate year's goal or have a current graduation rate that is greater than their prior graduation rate.</p> <p><b>Year Rate</b>  2003 = 71.00  2004 = 73.25  2005 = 75.50  2006 = 77.75  2007 = 80.00  2008 = 82.25  2009 = 84.50  2010 = 86.75  2011 = 89.00  2012 = 91.25  2013 = 93.50  2014 = 95.75  2015 = 98.00</p> <p>Note: All indicated rates are for the prior (lagged) year data</p> <p>Note: If a school has both High School as well as elementary and/or middle school grades that school must meet both the <b>Accountability Index requirements</b> and <b>High School Graduation Rate Requirements</b>.</p> <p>If a school does not have an Academic Index for a prior year (Reconfigured school etc.) that AYP requirement shall not be negatively considered in meeting the school's overall AYP Component status requirement.</p>

## NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_MA03	Char.	3		AYP Mathematics 2003	<p>Mathematics Elementary, middle, or high AYP Component status – 2003</p> <p>Y      Yes, meets AYP requirements  N      No, does not meet AYP requirements  S      Safe, meets AYP requirement through Safe Harbor  N/A    Not Applicable  Blank   Null, Not sufficient information to provide a judgment</p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other academic indicator” which is the accountability index.</p> <p>Note: Mathematics Component Status not only reflects if the entire student body met the mathematics AYP requirement but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet AYP requirements. A subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district or 15% of total student population).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_MAOA03	Char.	3		AYP Mathematics Overall Status 2003	<p>Mathematics Elementary, middle, or high AYP Overall Component status –2003</p> <p>Y Yes, meets AYP Overall requirements  N No, does not meet AYP Overall requirements  N/A Not Applicable  Blank Null, Not sufficient information to provide a judgment</p> <p><b>Note:</b> To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements (see above AYP_MA03), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Mathematics AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not meet the Mathematics AYP Overall Component status.</p> <p><b>AYP Accountability Index requirements:</b>  Index must meet at least one of the following to meet requirement</p> <ol style="list-style-type: none"> <li>1. Accountability Index must be greater than prior year; or</li> <li>2. Accountability Index greater than or equal to 80.00</li> <li>3. Accountability Index greater than or equal to goal</li> </ol> <p><b>High School Graduation Rate Requirements:</b>  High School must be at or above the appropriate year's goal or have a current graduation rate that is greater than their prior graduation rate.</p> <p><b>Year Rate</b>  2003 = 71.00  2004 = 73.25  2005 = 75.50  2006 = 77.75  2007 = 80.00  2008 = 82.25  2009 = 84.50  2010 = 86.75  2011 = 89.00  2012 = 91.25  2013 = 93.50  2014 = 95.75  2015 = 98.00</p> <p>Note: All indicated rates are for the prior (lagged) year data</p> <p>Note: If a school has both High School as well as elementary and/or middle school grades that school must meet both the <b>Accountability Index requirements</b> and <b>High School Graduation Rate Requirements</b>.</p> <p>If a school does not have an Academic Index for a prior year (Reconfigured school etc.) that AYP requirement shall not be negatively considered in meeting the school's overall AYP Component status requirement.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_PAR03	Char.	3		AYP Participation Rate 2003	<p>Participation Rate Elementary, middle, or high AYP Component status – 2003</p> <p>Y      Yes, meets AYP requirements N      No, does not meet AYP requirements</p> <ul style="list-style-type: none"> <li>Participation Rate Component Status not only reflects if the entire student body met the Participation Rate AYP requirement (95% participation) for each content area (Reading &amp; Mathematics) but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet Participation Rate AYP requirements.</li> <li>Subpopulation Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> </ul>
AYP_AI03	Char.	3		AYP Accountability Index 2003	<p>Accountability Index Elementary, middle, or high AYP Component status – 2003</p> <p>Y      Yes, meets AYP requirements N      No, does not meet AYP requirements N/A    Not Applicable a. Blank    Null, Not sufficient information to provide a judgment</p> <p>Note: Accountability Index Component Status (which is under the NCLB's required "other academic indicator") is lagged one year. The 2003 Index is the CATS Accountability Index from 2002.</p>
AYP_GR03	Char.	3		AYP Graduation Rate 2003	<p>Graduation Rate High School AYP Component status – 2003</p> <p>Y      Yes, meets AYP requirements N      No, does not meet AYP requirements N/A    Not Applicable a. A school that is using district non-cognitive data (see Action Codes) Blank    Null, Not sufficient information to provide a judgment</p> <p>Note: Graduation Rate Component Status (which is under the NCLB's required "other academic indicator") is lagged one year. It only reflects the High School student body and not any non 9-12 students that may be associated with a school that has additional grades beyond 9-12.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_OA03	Char.	3		AYP Overall Status 2003	<p>Overall AYP Status –2003</p> <p>Y Yes, meets all AYP requirements  N No, does not meet all AYP requirements  If AYP_RD03 or AYP_RDOA03 or AYP_MA03 or AYP_MAOA03 AYP_PAR03 or AYP_AI03 or AYP_GR03 = N THEN AYP_OA03 = N</p> <p>Note 1: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.</p> <p>Note 2: The state did seek a transitional authority concerning the testing of students with limited English proficiency for the Spring 2003 test administration. The federal law requires that students with limited English proficiency be assessed if enrolled in the school during testing, while Kentucky administrative regulation allows these students one year to learn English before being tested. The state's January 2003 federal application proposed that Kentucky continue its definition as it is in the best interest of the students. The U.S. Department of Education did not accept the proposal, which was not known until after the 2003 test administration. This school followed the Kentucky administrative regulations in place at the time of testing. As a result, whether the school met the participation rate for limited English proficiency students to make AYP this year was unclear until early Jan. 2004 when the USDOE acted on Kentucky's request for transitional authority. USDOE denied Kentucky's request.</p>
NCLB_03	Char.	3		NCLB Consequences 2003	<p>NCLB Consequences – 2003</p> <p>If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OA03 there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.</p> <p><b>N/A</b> Title I school but No Applicable information  a. Not a Title I school  <b>0</b> Title I school has No Consequence  <b>1</b> Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.  <b>2</b> Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.  <b>3</b> Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.  <b>4</b> Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.  <b>5</b> Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.</p>



# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_RD04	Char.	3		AYP Reading 2004	<p>Reading Elementary, middle, or high AYP Component status – 2004</p> <p> <b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>S</b> Safe, meets AYP requirement through Safe Harbor (see additional info below)  <b>N/A</b> Not Applicable  <b>Blank</b> Null, Not sufficient information to provide a judgment </p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other academic indicator” which is the accountability index.</p> <p>Note: Reading Component Status not only reflects if the entire student body met the reading AYP requirement but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet AYP requirements. A subpopulation is of sufficient size (reportable) if it meets a minimum group size (must have 10 students per grade and (60 students overall per school/district or be 15% of the overall school/district total population)).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_RDOA04	Char.	3		AYP Reading Overall Status 2004	<p>Reading Elementary, middle, or high AYP Overall Component status – 2004</p> <p> <b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>S</b> Safe, meets AYP requirement through Safe Harbor (see additional info below)  <b>N/A</b> Not Applicable  <b>Blank</b> Null, Not sufficient information to provide a judgment </p> <p> <b>Note:</b> To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements (see above AYP_RD04), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Reading AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not meet the Reading AYP Overall Component status. </p> <p> <b>AYP Accountability Index requirements:</b>  Index must meet at least one of the following to meet requirement <ol style="list-style-type: none"> <li>1. Accountability Index must be greater than prior year; or</li> <li>2. Accountability Index greater than or equal to 80.00</li> <li>3. Accountability Index greater than or equal the goal</li> </ol> </p> <p> <b>High School Graduation Rate Requirements:</b>  High School must be at or above the appropriate year's goal or have a current graduation rate that is greater than their prior graduation rate. </p> <p> <u>Year    Rate</u>  2003 = 71.00  2004 = 73.25  2005 = 75.50  2006 = 77.75  2007 = 80.00  2008 = 82.25  2009 = 84.50  2010 = 86.75  2011 = 89.00  2012 = 91.25  2013 = 93.50  2014 = 95.75  2015 = 98.00 </p> <p>Note: All indicated rates are for the prior (lagged) year data</p> <p>Note: If a school has both High School as well as elementary and/or middle school grades that school must meet both the <b>Accountability Index requirements</b> and <b>High School Graduation Rate Requirements</b>.</p> <p>If a school does not have an Academic Index for a prior year (Reconfigured school etc.) that AYP requirement shall not be negatively considered in meeting the school's overall AYP</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_MA04	Char.	3		AYP Mathematics 2004	<p>Mathematics Elementary, middle, or high AYP Component status – 2004</p> <p> <b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>S</b> Safe, meets AYP requirement through Safe Harbor (see additional info below)  <b>N/A</b> Not Applicable  <b>Blank</b> Null, Not sufficient information to provide a judgment </p> <p><b>Safe Harbor</b> – If a subpopulation does not meet its Annual Measurable Objective (AMO), it can still be in “safe harbor” and considered to have made AYP if the school reduced by at least 10% the number of students in the subpopulation who are not proficient, and that subpopulation made progress on the “other academic indicator” which is the accountability index.</p> <p>Note: Reading Component Status not only reflects if the entire student body met the reading AYP requirement but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet AYP requirements. A subpopulation is of sufficient size (reportable) if it meets a minimum group size (must have 10 students per grade and (60 students overall per school/district or be 15% of the overall school/district total population)).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_MAOA04	Char.	3		AYP Mathematics Overall Status 2004	<p>Mathematics Elementary, middle, or high AYP Overall Component status –2004</p> <p> <b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>S</b> Safe, meets AYP requirement through Safe Harbor (see additional info below)  <b>N/A</b> Not Applicable  <b>Blank</b> Null, Not sufficient information to provide a judgment                 </p> <p> <b>Note:</b> To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements (see above AYP_MA04), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and if the school/district has a high school it must also meet the AYP Graduation Rate requirements. If any one of the above requirements (Mathematics AYP, Participation Rate, Accountability Index, or Graduation rate (high school only)) are not met the school/district has not meet the Mathematics AYP Overall Component status.                 </p> <p> <b>AYP Accountability Index requirements:</b>                      Index must meet at least one of the following to meet requirement                     <ol style="list-style-type: none"> <li>1. Accountability Index must be greater than prior year; or</li> <li>2. Accountability Index greater than or equal to 80.00</li> <li>3. Accountability Index greater than or equal to goal</li> </ol> </p> <p> <b>High School Graduation Rate Requirements:</b>                      High School must be at or above the appropriate year's goal or have a current graduation rate that is greater than their prior graduation rate.                 </p> <p> <u>Year Rate</u>                      2003 = 71.00                      2004 = 73.25                      2005 = 75.50                      2006 = 77.75                      2007 = 80.00                      2008 = 82.25                      2009 = 84.50                      2010 = 86.75                      2011 = 89.00                      2012 = 91.25                      2013 = 93.50                      2014 = 95.75                      2015 = 98.00                 </p> <p>Note: All indicated rates are for the prior (lagged) year data</p> <p>Note: If a school has both High School as well as elementary and/or middle school grades that school must meet both the <b>Accountability Index requirements</b> and <b>High School Graduation Rate Requirements</b>.</p> <p>If a school does not have an Academic Index for a prior year (Reconfigured school etc.) that AYP requirement shall not be negatively considered in meeting the school's overall AYP</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_PAR04	Char.	3		AYP Participation Rate 2004	<p>Participation Rate Elementary, middle, or high AYP Component status – 2004</p> <p><b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements</p> <ul style="list-style-type: none"> <li>Participation Rate Component Status not only reflects if the entire student body met the Participation Rate AYP requirement (95% participation) for each content area (Reading &amp; Mathematics) but also if all NCLB reported subpopulations (White [non-Hispanic], African-American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, students with Disabilities) meet Participation Rate AYP requirements.</li> <li>Subpopulation Participation Rate for AYP is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> </ul>
AYP_AI04	Char.	3		AYP Accountability Index 2004	<p>Accountability Index Elementary, middle, or high AYP Component status – 2004</p> <p><b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>N/A</b> Not Applicable  <b>Blank</b> Null, Not sufficient information to provide a judgment</p> <p>Note: Accountability Index Component Status (which is under the NCLB's required "other academic indicator") is lagged one year. The 2004 Index is the CATS Accountability Index from 2003.</p>
AYP_GR04	Char.	3		AYP Graduation Rate 2004	<p>Graduation Rate High School AYP Component status – 2004</p> <p><b>Y</b> Yes, meets AYP requirements  <b>N</b> No, does not meet AYP requirements  <b>N/A</b> Not Applicable              a. A school that is using district non-cognitive data (see Action Codes)  <b>Blank</b> Null, Not sufficient information to provide a judgment (typically a school that has not had stable existence for 6 years).</p> <p>Note: Graduation Rate Component Status (which is under the NCLB's required "other academic indicator") is lagged one year. It only reflects the High School student body and not any non 9-12 students that may be associated with a school that has additional grades beyond 9-12.</p>
AYP_OA04	Char.	3		AYP Overall Status 2004	<p>Overall AYP Status –2004</p> <p><b>Y</b> Yes, meets all AYP requirements  <b>N</b> No, does not meet all AYP requirements              If AYP_RD04 or AYP_RDOA04 or AYP_MA04 or AYP_MAOA04              AYP_PAR04 or AYP_AI04 or AYP_GR04 = N THEN AYP_OA04 = <b>N</b></p> <p>Note 1: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
NCLB_04	Char.	3		NCLB Consequences 2004	<p>NCLB Consequences – 2004</p> <p>If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OA04 there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier.</p> <p><b>N/A</b> School has No Applicable information</p> <p><b>a.</b> Not a Title I school</p> <p><b>0</b> Title I school has No Consequence</p> <p><b>1</b> Title I school has 2 consecutive years not making AYP: School choice, and write or revise school plan.</p> <p><b>2</b> Title I school has 3 consecutive years not making AYP: Continue school choice, revise school plan, and offer supplemental services.</p> <p><b>3</b> Title I school has 4 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services and implement corrective action.</p> <p><b>4</b> Title I school has 5 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.</p> <p><b>5</b> Title I school has 6 consecutive years not making AYP: Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.</p>
					<b>ACCOUNTABILITY INDEX</b>
TST_AI_03	Num 5.1	8	Calculated	Accountability Index 2003	<p>Accountability Index for 2003 Calculations</p> <ul style="list-style-type: none"> <li>For NCLB calculations the Accountability Index is lagged one year. The value is actually the CATS 2002 Accountability Index.</li> <li>Variable is used as part of the calculation for the “additional academic indicator” for Elementary and Middle schools</li> <li>For high schools this indicator is not used and is blank unless the high school includes either an elementary or middle school grade(s)</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul>
TST_AI_04	Num 5.1	8	Calculated	Accountability Index 2003	<p>Accountability Index for 2004 Calculations</p> <ul style="list-style-type: none"> <li>For NCLB calculations the Accountability Index is lagged one year. The value is actually the CATS 2003 Accountability Index.</li> <li>Variable is used as part of the calculation for the “additional academic indicator” for Elementary and Middle schools</li> <li>For high schools this indicator is not used and is blank unless the high school includes either an elementary or middle school grade(s)</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> </ul>
					<b>GRADUATION RATE</b>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
GRAD_RT03	Num 5.2	8	Sum	Graduation Rate 2003	<p>High School Graduation Rate 2003</p> <p><b>Note:</b> High School includes 9, 10 11, &amp; 12<sup>th</sup> grades</p> <ul style="list-style-type: none"> <li>• This value is the CATS 2003 graduation rate, which is lagged one year.</li> <li>• Variable is used as part of the calculation for the "additional academic indicator" for High schools</li> <li>• For Middle &amp; Elementary this indicator is not used and is blank unless the Middle and/or Elementary school includes a High school</li> <li>• Schools that have a currently applied reconfiguration will have blank data</li> </ul> <p>NOTE: "<b>Graduation rate</b>" means the quotient of: [number of current year grade 12 completers (standard diploma within 4 years, including students with disabilities whose IEP's stipulate they will need more than four (4) years to obtain a standard diploma)] divided by [number of current year grade 12 completers (includes standard diplomas plus certificates of completion) plus number of current year grade 12 dropouts plus the number of dropouts from the current 12<sup>th</sup> grade that dropped out as 11<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 10<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 9<sup>th</sup> graders].</p> <p>Formula based on 2003:</p> <p><u>2003 completers (standard diploma in 4 years + IEP specifying more than 4 yrs)</u>  2003 completers (std. Diplomas + certificates) + 2003 gr.12 dropouts + 2002 gr.11 dropouts + 2001 gr.10 dropouts + 2000 gr.9 dropouts</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
GRAD_RT04	Num 5.2	8	Sum	Graduation Rate 2004	<p>High School Graduation Rate 2004</p> <p><b>Note:</b> High School includes 9, 10 11, &amp; 12<sup>th</sup> grades</p> <ul style="list-style-type: none"> <li>This value is the CATS 2004 graduation rate, which is lagged one year.</li> <li>Variable is used as part of the calculation for the "additional academic indicator" for High schools</li> <li>For Middle &amp; Elementary this indicator is not used and is blank unless the Middle and/or Elementary school includes a High school</li> <li>Schools that have a currently applied reconfiguration will have blank data</li> <li>Student must graduate in four years (starting in 9<sup>th</sup> grade) to count as a graduate (unless otherwise indicated below). <ul style="list-style-type: none"> <li>Students who do not graduate in four years, but have an IEP documenting their need for more than four years of secondary school education to complete their program may be counted as graduated if they completed high school as induced in their IEP.</li> <li>Students who withdraw from a Kentucky school and <ol style="list-style-type: none"> <li>Enroll in a district or district-contracted alternative program that culminates in a General Educational Diploma; and</li> <li>Earn a GED by October of the following year.</li> </ol> </li> </ul> </li> </ul> <p>NOTE: "<b>Graduation rate</b>" means the quotient of: [number of current year grade 12 completers (standard diploma within 4 years, including students with disabilities whose IEP's stipulate they will need more than four (4) years to obtain a standard diploma)] divided by [number of current year grade 12 completers (includes standard diplomas plus certificates of completion) plus number of current year grade 12 dropouts plus the number of dropouts from the current 12<sup>th</sup> grade that dropped out as 11<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 10<sup>th</sup> graders plus number of dropouts from the current 12<sup>th</sup> grade class that dropped out as 9<sup>th</sup> graders].</p> <p>Formula based on 2004:</p> $\frac{2004 \text{ completers (standard diploma in 4 years + IEP specifying more than 4 yrs)}}{2004 \text{ completers (std. Diplomas + certificates) + 2004 gr.12 dropouts + 2003 gr.11 dropouts + 2002 gr.10 dropouts + 2001 gr.9 dropouts}}$
					<b>TOTAL TESTED</b>



# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_TST_RD	Char.	1	Calculated	AYP Total Tested Reading Status	<p>Adequate Yearly Progress (AYP) Total Tested Reading Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_TST_MA	Char.	1	Calculated	AYP Total Tested Mathematics Status	<p>Adequate Yearly Progress (AYP) Total Tested Mathematics Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_TST_PAR	Char.	1	Calculated	AYP Total Tested Participation Rate Status	<p>Adequate Yearly Progress (AYP) Total Tested Participation Rate Status</p> <p><b>Y</b> Yes, made AYP  <b>N</b> No, did not make AYP  <b>*</b> Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: To make AYP you must have at least a 95% participation rate for all students in this population.</p>
TST_04_03	Num 6.0	8	Sum	Total Count of Grade 4 Students Accountable 2003	<p>Total number of grade 4 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_05_03	Num 6.0	8	Sum	Total Count of Grade 5 Students Accountable 2003	<p>Total number of grade 5 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_07_03	Num 6.0	8	Sum	Total Count of Grade 7 Students Accountable 2003	<p>Total number of grade 7 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
TST_08_03	Num 6.0	8	Sum	Total Count of Grade 8 Students Accountable 2003	<p>Total number of grade 8 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p><b>Note: Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_10_03	Num 6.0	8	Sum	Total Count of Grade 10 Students Accountable 2003	<p>Total number of grade 10 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p><b>Note: Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_11_03	Num 6.0	8	Sum	Total Count of Grade 11 Students Accountable 2003	<p>Total number of grade 11 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p><b>Note: Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_TPC_03	Num 6.0	8	Calculated	Total Population Count – Students Accountable 2003	<p>Total number of grades 4 – 12 accountable students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p><b>Note: Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_RDPD_03	Num 6.2	8	Percent	Total Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of the total number of accountable students tested in Reading who were Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> </ul>
TST_RD_FG_03	Num 3.0	8		Reading Flag 2003	Place Holder – blank

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
TST_MAPD_03	Num 6.2	8	Percent	Total Tested Mathematics Percentage Proficient & Distinguished 2003	Percentage of the total number of accountable students tested in Mathematics who were Proficient or Distinguished – 2003 <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> </ul>
TST_MA_FG_03	Num 3.0	8		Mathematics Flag 2003	Place Holder – blank
TST_04_04	Num 6.0	8	Sum	Total Count of Grade 4 Students Accountable 2004	Total number of grade 4 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_05_04	Num 6.0	8	Sum	Total Count of Grade 5 Students Accountable 2004	Total number of grade 5 accountable students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_07_04	Num 6.0	8	Sum	Total Count of Grade 7 Students Accountable 2004	Total number of grade 7 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_08_04	Num 6.0	8	Sum	Total Count of Grade 8 Students Accountable 2004	Total number of grade 8 accountable students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004. <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
TST_10_04	Num 6.0	8	Sum	Total Count of Grade 10 Students Accountable 2004	<p>Total number of grade 10 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_11_04	Num 6.0	8	Sum	Total Count of Grade 11 Students Accountable 2004	<p>Total number of grade 11 accountable students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_TPC_04	Num 6.0	8	Calculated	Total Population Count – Students Accountable 2004	<p>Total number of grades 4 – 12 accountable students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
TST_RD_04	Num 6.0	8	Sum	Total Tested Reading 2004	<p>Total students tested in Reading – 2004</p> <ul style="list-style-type: none"> <li>Total number of Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
TST_RDPD_04	Num 6.2	8	Percent	Total Tested Reading Percentage Proficient & Distinguished 2004	<p>Total students tested in Reading – Percentage of students Proficient &amp; Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> </ul>
TST_RDCI_04	Num 6.2	8	Percent	Total Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Total students tested in Reading – Percentage of students Proficient &amp; Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
TST_RDCI_FAC_04	Num 6.4	8	Table	Total Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	Total students tested in Reading –Percentage of students Proficient & Distinguished Confidence Interval factor used – 2004 <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>
TST_RD_FG_04	Num 3.0	8		Reading Flag 2004	Place Holder – blank
TST_MA_04	Num 6.0	8	Sum	Total Tested Mathematics 2004	Total students tested in Mathematics – 2004 <ul style="list-style-type: none"> <li>Total number of Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
TST_MAPD_04	Num 6.2	8	Percent	Total Tested Mathematics Percentage Proficient & Distinguished 2004	Total students tested in Mathematics – Percentage of students Proficient & Distinguished – 2004 <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> </ul>
TST_MACI_04	Num 6.2	8	Percent	Total Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	Total students tested in Mathematics – Percentage of students Proficient & Distinguished Confidence Interval – 2004 <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
TST_MACI_FAC_04	Num 6.4	8	Table	Total Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	Total students tested in Mathematics – Percentage of students Proficient & Distinguished Confidence Interval Factor used – 2004 <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>
TST_MA_FG_04	Num 3.0	8		Mathematics Flag 2004	Place Holder – blank

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
TST_PAR_04	Num 3.0	8	Sum	Total Tested Participation Rate 2004	<p>Total students tested Participation Rate – 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul>
TST_PAR_CNT_04	Num 6.0	8	Sum	Total eligible Participation Count 2004	<p>Total number of students eligible to be tested Participation Count – 2004</p> <ul style="list-style-type: none"> <li>Count includes all non-exempted student with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>
TST_PAR_FG_04	Num 3.0	8		Total Tested Participation Rate Computation Flag 2004	<p>An indicator for Total Tested student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ol style="list-style-type: none"> <li>0. Computed using only current year data</li> <li>1. Computed using the latest two year participation rates and averages them</li> <li>2. Computed using the latest three year participation rates and averages them</li> </ol>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					<b>ETHNICITY – WHITE (NON-HISPANIC)</b>
AYP_ETW_RD	Char.	1	Calculated	AMO Ethnicity White Reading Status	<p>Adequate Measurable Objective (AMO) – Ethnicity White (non-Hispanic) Reading Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>



# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ETW_MA	Char.	1	Calculated	AMO Ethnicity White Mathematics Status	<p>Adequate Measurable Objective – Ethnicity White (non-Hispanic) Mathematics Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ETW_PAR	Char.	1	Calculated	AMO Ethnicity White Participation Rate Status	<p>Adequate Measurable Objective – Ethnicity White (non-Hispanic) Participation Rate Status</p> <p><b>Y</b> Yes, met AMO</p> <p><b>N</b> No, AMO not met</p> <p>* Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
ETW_04_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 4 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_05_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 5 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_07_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 7 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_08_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 8 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_10_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 10 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_11_03	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 11 Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_TPC_03	Num 6.0	8	Calculated	Ethnicity White (non-Hispanic) Population Count – Students Accountable 2003	<p>Number of Ethnicity White (non-Hispanic) grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_RDPD_03	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity White (non-Hispanic) reading students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> </ul>
ETW_RD_FG_03	Num 3.0	8		Ethnicity White (non-Hispanic) Reading Flag 2003	<p>An indicator for Reading that marks if the Ethnicity White (non-Hispanic) student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_MAPD_03	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity White (non-Hispanic) mathematics students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> </ul>
ETW_MA_FG_03	Num 3.0	8		Ethnicity White (non-Hispanic) Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Ethnicity White (non-Hispanic) student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETW_04_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 4 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_05_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 5 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_07_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 7 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_08_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 8 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_10_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 10 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_11_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) Count of Grade 11 Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_TPC_04	Num 6.0	8	Calculated	Ethnicity White (non-Hispanic) Population Count – Students Accountable 2004	<p>Number of Ethnicity White (non-Hispanic) grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETW_RD_04	Num 6.0	8	Sum	Ethnicity White Tested Reading 2004	<p>Ethnicity – White non-Hispanic students tested in Reading – 2004</p> <ul style="list-style-type: none"> <li>Total number of White Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETW_RDPD_04	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity White (non-Hispanic) reading students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETW_RDCI_04	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity White (non-Hispanic) reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETW_RDCI_FAC_04	Num 6.4	8	Table	Ethnicity White (non-Hispanic) Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity White (non-Hispanic) reading students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_RD_FG_04	Num 3.0	8		Ethnicity White (non-Hispanic) Reading Flag 2004	<p>An indicator for Reading that marks if the Ethnicity White (non-Hispanic) student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETW_MA_04	Num 6.0	8	Sum	Ethnicity White Tested Mathematics 2004	<p>Ethnicity – White non-Hispanic students tested in Mathematics – 2004</p> <ul style="list-style-type: none"> <li>Total number of White Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETW_MAPD_04	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity White (non-Hispanic) Mathematics students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETW_MACI_04	Num 6.2	8	Percent	Ethnicity White (non-Hispanic) Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity White (non-Hispanic) Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETW_MACI_FAC_04	Num 6.4	8	Table	Ethnicity White (non-Hispanic) Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity White (non-Hispanic) Mathematics students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <i>N – 1</i>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's &gt; 100 equal the critical value of df = 100</i></li> </ul>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_MA_FG_04	Num 3.0	8		Ethnicity White (non-Hispanic) Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Ethnicity White (non-Hispanic) student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>1</b> = The subpopulation constitutes at least 15% of the total accountable student population.  <b>0</b> = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_PAR_04	Num 3.0	8	Sum	Ethnicity White (non-Hispanic) Participation Rate 2004	<p>Ethnicity – White non-Hispanic students Participation Rate – 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
ETW_PAR_CNT_04	Num 6.0	8	Sum	Ethnicity White (non-Hispanic) eligible Participation Count 2004	<p>Ethnicity – White non-Hispanic eligible to be tested students Participation Count – 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETW_PAR_FG_04	Num 3.0	8		Ethnicity White (non-Hispanic) Participation Rate Computation Flag 2004	<p>An indicator for White non-Hispanic student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ul style="list-style-type: none"> <li><b>0.</b> Computed using only current year data</li> <li><b>2.</b> Computed using the latest two year participation rates and averages them</li> <li><b>3.</b> Computed using the latest three year participation rates and averages them</li> </ul> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>ETHNICITY – AFRICAN-AMERICAN</b>
AYP_ETB_RD	Char.	1	Calculated	AMO Ethnicity African-American Reading Status	<p>Adequate Measurable Objective (AMO) – Ethnicity African-American Reading Status</p> <p><b>Y</b> Yes, made AYP If the upper bound value of the confidence interval for this population is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP).</p> <p><b>N</b> No, did not make AYP</p> <p><b>S</b> Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ul style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ul> <p><b>*</b> Asterisk, Not sufficient population to make AYP status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ETB_MA	Char.	1	Calculated	AMO Ethnicity African-American Mathematics Status	<p>Adequate Measurable Objective – Ethnicity African-American Mathematics Status</p> <p><b>Y</b> = Yes, met AMO If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ETB_PAR	Char.	1	Calculated	AMO Ethnicity African-American Participation Rate Status	<p>Adequate Measurable Objective – Ethnicity African-American Participation Rate Status</p> <p><b>Y</b> Yes, met AMO <b>N</b> No, AMO not met <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
ETB_04_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 4 Students Accountable 2003	<p>Number of Ethnicity African-American grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_05_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 5 Students Accountable 2003	<p>Number of Ethnicity African-American grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_07_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 7 Students Accountable 2003	<p>Number of Ethnicity African-American grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_08_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 8 Students Accountable 2003	<p>Number of Ethnicity African-American grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_10_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 10 Students Accountable 2003	<p>Number of Ethnicity African-American grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_11_03	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 11 Students Accountable 2003	<p>Number of Ethnicity African-American grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_TPC_03	Num 6.0	8	Calculated	Ethnicity African-American Population Count – Students Accountable 2003	<p>Number of Ethnicity African-American grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_RDPD_03	Num 6.2	8	Percent	Ethnicity African-American Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity African-American reading students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETB_RD_FG_03	Num 3.0	8		Ethnicity African-American Reading Flag 2003	<p>An indicator for Reading that marks if the Ethnicity African-American student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_MAPD_03	Num 6.2	8	Percent	Ethnicity African-American Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity African-American mathematics students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETB_MA_FG_03	Num 3.0	8		Ethnicity African-American Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Ethnicity African-American student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETB_04_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 4 Students Accountable 2004	<p>Number of Ethnicity African-American grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_05_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 5 Students Accountable 2004	<p>Number of Ethnicity African-American grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_07_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 7 Students Accountable 2004	<p>Number of Ethnicity African-American grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_08_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 8 Students Accountable 2004	<p>Number of Ethnicity African-American grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_10_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 10 Students Accountable 2004	<p>Number of Ethnicity African-American grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_11_04	Num 6.0	8	Sum	Ethnicity African-American Count of Grade 11 Students Accountable 2004	<p>Number of Ethnicity African-American grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_TPC_04	Num 6.0	8	Calculated	Ethnicity African-American Population Count – Students Accountable 2004	<p>Number of Ethnicity African-American grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETB_RD_04	Num 6.0	8	Sum	Ethnicity African-American Tested Reading 2004	<p>Ethnicity – African-American students tested in Reading – 2004</p> <ul style="list-style-type: none"> <li>Total number of African-American Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETB_RDPD_04	Num 6.2	8	Percent	Ethnicity African-American Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity African-American reading students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETB_RDCI_04	Num 6.2	8	Percent	Ethnicity African-American Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity African-American reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETB_RDCI_FAC_04	Num 6.4	8	Table	Ethnicity African-American Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity African-American reading students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_RD_FG_04	Num 3.0	8		Ethnicity African-American Reading Flag 2004	<p>An indicator for Reading that marks if the Ethnicity African-American student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETB_MA_04	Num 6.0	8	Sum	Ethnicity African-American Tested Mathematics 2004	<p>Ethnicity – African-American students tested in Mathematics – 2004</p> <ul style="list-style-type: none"> <li>Total number of African-American Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETB_MAPD_04	Num 6.2	8	Percent	Ethnicity African-American Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity African-American Mathematics students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETB_MACI_04	Num 6.2	8	Percent	Ethnicity African-American Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity African-American Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETB_MACI_FAC_04	Num 6.4	8	Table	Ethnicity African-American Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity African-American Mathematics students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_MA_FG_04	Num 3.0	8		Ethnicity African-American Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Ethnicity African-American student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>1</b> = The subpopulation constitutes at least 15% of the total accountable student population.  <b>0</b> = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_PAR_04	Num 3.0	8	Sum	Ethnicity African-American Participation Rate 2004	<p>Ethnicity – African-American students Participation Rate – 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
ETB_PAR_CNT_04	Num 6.0	8	Sum	Ethnicity African-American eligible Participation Count 2004	<p>Ethnicity – African-American eligible to be tested students Participation Count – 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETB_PAR_FG_04	Num 3.0	8		Ethnicity African-American Participation Rate Computation Flag 2004	<p>An indicator for African-American student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ol style="list-style-type: none"> <li>0. Computed using only current year data</li> <li>2. Computed using the latest two year participation rates and averages them</li> <li>3. Computed using the latest three year participation rates and averages them</li> </ol> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>ETHNICITY – HISPANIC</b>
AYP_ETH_RD	Char.	1	Calculated	AMO Ethnicity Hispanic Reading Status	<p>Adequate Measurable Objective (AMO) – Ethnicity Hispanic Reading Status</p> <p><b>Y</b> = Yes, met AMO            If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor            If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ETH_MA	Char.	1	Calculated	AMO Ethnicity Hispanic Mathematics Status	<p>Adequate Measurable Objective – Ethnicity Hispanic Mathematics Status</p> <p><b>Y</b> = Yes, met AMO If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ETH_PAR	Char.	1	Calculated	AMO Ethnicity Hispanic Participation Rate Status	<p>Adequate Measurable Objective – Ethnicity Hispanic Participation Rate Status</p> <p><b>Y</b> Yes, met AMO <b>N</b> No, AMO not met <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
ETH_04_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 4 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_05_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 5 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_07_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 7 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_08_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 8 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_10_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 10 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_11_03	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 11 Students Accountable 2003	<p>Number of Ethnicity Hispanic grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_TPC_03	Num 6.0	8	Calculated	Ethnicity Hispanic Population Count – Students Accountable 2003	<p>Number of Ethnicity Hispanic grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_RDPD_03	Num 6.2	8	Percent	Ethnicity Hispanic Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity Hispanic reading students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETH_RD_FG_03	Num 3.0	8		Ethnicity Hispanic Reading Flag 2003	<p>An indicator for Reading that marks if the Ethnicity Hispanic student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_MAPD_03	Num 6.2	8	Percent	Ethnicity Hispanic Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity Hispanic mathematics students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETH_MA_FG_03	Num 3.0	8		Ethnicity Hispanic Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Ethnicity Hispanic student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>0 = 15% trigger not used for sufficient size AMO analysis 1 = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETH_04_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 4 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_05_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 5 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>



# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_07_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 7 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_08_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 8 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_10_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 10 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_11_04	Num 6.0	8	Sum	Ethnicity Hispanic Count of Grade 11 Students Accountable 2004	<p>Number of Ethnicity Hispanic grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_TPC_04	Num 6.0	8	Calculated	Ethnicity Hispanic Population Count – Students Accountable 2004	<p>Number of Ethnicity Hispanic grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETH_RD_04	Num 6.0	8	Sum	Ethnicity Hispanic Tested Reading 2004	<p>Ethnicity – Hispanic students tested in Reading – 2004</p> <ul style="list-style-type: none"> <li>Total number of Hispanic Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETH_RDPD_04	Num 6.2	8	Percent	Ethnicity Hispanic Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity Hispanic reading students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETH_RDCI_04	Num 6.2	8	Percent	Ethnicity Hispanic Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity Hispanic reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETH_RDCI_FAC_04	Num 6.4	8	Table	Ethnicity Hispanic Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity Hispanic reading students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_RD_FG_04	Num 3.0	8		Ethnicity Hispanic Reading Flag 2004	<p>An indicator for Reading that marks if the Ethnicity Hispanic student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETH_MA_04	Num 6.0	8	Sum	Ethnicity Hispanic Tested Mathematics 2004	<p>Ethnicity – Hispanic students tested in Mathematics – 2004</p> <ul style="list-style-type: none"> <li>Total number of Hispanic Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETH_MAPD_04	Num 6.2	8	Percent	Ethnicity Hispanic Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity Hispanic Mathematics students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETH_MACI_04	Num 6.2	8	Percent	Ethnicity Hispanic Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity Hispanic Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETH_MACI_FAC_04	Num 6.4	8	Table	Ethnicity Hispanic Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity Hispanic Mathematics students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <i>N</i> – 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_MA_FG_04	Num 3.0	8		Ethnicity Hispanic Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Ethnicity Hispanic student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>1</b> = The subpopulation constitutes at least 15% of the total accountable student population.  <b>0</b> = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_PAR_04	Num 3.0	8	Sum	Ethnicity Hispanic Participation Rate 2004	<p>Ethnicity – Hispanic students Participation Rate – 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
ETH_PAR_CNT_04	Num 6.0	8	Sum	Ethnicity Hispanic eligible Participation Count 2004	<p>Ethnicity – Hispanic eligible to be tested students Participation Count – 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETH_PAR_FG_04	Num 3.0	8		Ethnicity Hispanic Participation Rate Computation Flag 2004	<p>An indicator for Hispanic student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ol style="list-style-type: none"> <li>0. Computed using only current year data</li> <li>2. Computed using the latest two year participation rates and averages them</li> <li>3. Computed using the latest three year participation rates and averages them</li> </ol> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>ETHNICITY – ASIAN</b>
AYP_ETA_RD	Char.	1	Calculated	AMO Ethnicity Asian Reading Status	<p>Adequate Measurable Objective (AMO) – Ethnicity Asian Reading Status</p> <p><b>Y</b> = Yes, met AMO                      If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor                      If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

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File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ETA_MA	Char.	1	Calculated	AMO Ethnicity Asian Mathematics Status	<p>Adequate Measurable Objective – Ethnicity Asian Mathematics Status</p> <p><b>Y</b> = Yes, met AMO If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ETA_PAR	Char.	1	Calculated	AMO Ethnicity Asian Participation Rate Status	<p>Adequate Measurable Objective – Ethnicity Asian Participation Rate Status</p> <p><b>Y</b> Yes, met AMO <b>N</b> No, AMO not met <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
ETA_04_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 4 Students Accountable 2003	<p>Number of Ethnicity Asian grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_05_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 5 Students Accountable 2003	<p>Number of Ethnicity Asian grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_07_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 7 Students Accountable 2003	<p>Number of Ethnicity Asian grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_08_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 8 Students Accountable 2003	<p>Number of Ethnicity Asian grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_10_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 10 Students Accountable 2003	<p>Number of Ethnicity Asian grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>



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File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_11_03	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 11 Students Accountable 2003	<p>Number of Ethnicity Asian grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_TPC_03	Num 6.0	8	Calculated	Ethnicity Asian Population Count – Students Accountable 2003	<p>Number of Ethnicity Asian grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_RDPD_03	Num 6.2	8	Percent	Ethnicity Asian Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity Asian reading students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETA_RD_FG_03	Num 3.0	8		Ethnicity Asian Reading Flag 2003	<p>An indicator for Reading that marks if the Ethnicity Asian student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_MAPD_03	Num 6.2	8	Percent	Ethnicity Asian Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Ethnicity Asian mathematics students that are Proficient or Distinguished – 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETA_MA_FG_03	Num 3.0	8		Ethnicity Asian Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Ethnicity Asian student subpopulation comprises 15% of all students in combined tested grades – 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>0 = 15% trigger not used for sufficient size AMO analysis 1 = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETA_04_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 4 Students Accountable 2004	<p>Number of Ethnicity Asian grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_05_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 5 Students Accountable 2004	<p>Number of Ethnicity Asian grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_07_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 7 Students Accountable 2004	<p>Number of Ethnicity Asian grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_08_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 8 Students Accountable 2004	<p>Number of Ethnicity Asian grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_10_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 10 Students Accountable 2004	<p>Number of Ethnicity Asian grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_11_04	Num 6.0	8	Sum	Ethnicity Asian Count of Grade 11 Students Accountable 2004	<p>Number of Ethnicity Asian grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_TPC_04	Num 6.0	8	Calculated	Ethnicity Asian Population Count – Students Accountable 2004	<p>Number of Ethnicity Asian grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ETA_RD_04	Num 6.0	8	Sum	Ethnicity Asian Tested Reading 2004	<p>Ethnicity – Asian students tested in Reading – 2004</p> <ul style="list-style-type: none"> <li>Total number of Asian Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETA_RDPD_04	Num 6.2	8	Percent	Ethnicity Asian Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity Asian reading students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETA_RDCI_04	Num 6.2	8	Percent	Ethnicity Asian Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity Asian reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETA_RDCI_FAC_04	Num 6.4	8	Table	Ethnicity Asian Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity Asian reading students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_RD_FG_04	Num 3.0	8		Ethnicity Asian Reading Flag 2004	<p>An indicator for Reading that marks if the Ethnicity Asian student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ETA_MA_04	Num 6.0	8	Sum	Ethnicity Asian Tested Mathematics 2004	<p>Ethnicity – Asian students tested in Mathematics – 2004</p> <ul style="list-style-type: none"> <li>Total number of Asian Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ETA_MAPD_04	Num 6.2	8	Percent	Ethnicity Asian Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Ethnicity Asian Mathematics students that are Proficient or Distinguished – 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ETA_MACI_04	Num 6.2	8	Percent	Ethnicity Asian Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Ethnicity Asian Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ETA_MACI_FAC_04	Num 6.4	8	Table	Ethnicity Asian Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Ethnicity Asian Mathematics students Proficient &amp; Distinguished Confidence Interval factor used – 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <math>N - 1</math>. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_MA_FG_04	Num 3.0	8		Ethnicity Asian Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Ethnicity Asian student subpopulation comprises 15% of all students in combined tested grades – 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>1</b> = The subpopulation constitutes at least 15% of the total accountable student population.  <b>0</b> = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_PAR_04	Num 3.0	8	Sum	Ethnicity Asian Participation Rate 2004	<p>Ethnicity – Asian students Participation Rate – 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
ETA_PAR_CNT_04	Num 6.0	8	Sum	Ethnicity Asian eligible Participation Count 2004	<p>Ethnicity – Asian eligible to be tested students Participation Count – 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD – School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD – Code of Accountability).</li> </ul>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ETA_PAR_FG_04	Num 3.0	8		Ethnicity Asian Participation Rate Computation Flag 2004	<p>An indicator for Asian student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ol style="list-style-type: none"> <li>0. Computed using only current year data</li> <li>2. Computed using the latest two year participation rates and averages them</li> <li>3. Computed using the latest three year participation rates and averages them</li> </ol> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>LIMITED ENGLISH PROFICIENCY</b>
AYP_LEP_RD	Char.	1	Calculated	AMO Limited English Proficiency Reading Status	<p>Adequate Measurable Objective (AMO) – Limited English Proficiency Reading Status</p> <p><b>Y</b> = Yes, met AMO                      If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor                      If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>



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File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_LEP_MA	Char.	1	Calculated	AMO Limited English Proficiency Mathematics Status	<p>Adequate Measurable Objective – Limited English Proficiency Mathematics Status</p> <p><b>Y</b> = Yes, met AMO                      If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor                      If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p><b>*</b> = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_LEP_PAR	Char.	1	Calculated	AMO Limited English Proficiency Participation Rate Status	<p>Adequate Measurable Objective – Limited English Proficiency Participation Rate Status</p> <p><b>Y</b> Yes, met AMO  <b>N</b> No, AMO not met  <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
LEP_RD_COMB	Char.	1	Calculated	Limited English Proficiency Reading Combined Population Status	<p>Limited English Proficiency Reading Combined Population Status used to indicate if the percentage of Proficient or above LEP used students who have exited the LEP program in the last two years for LEP to ascertain if AMO was attained.</p> <ul style="list-style-type: none"> <li>To be used only if LEP subpopulation is of sufficient size to be reportable for AYP.</li> <li>Need not be used even if there is sufficient size.</li> <li>Procedure can not be used to obtain sufficient size</li> </ul> <p><b>Blank</b> No exited LEP students used  <b>c</b> Combined current and exited LEP students used</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_MA_COMB	Char.	1	Calculated	Limited English Proficiency Mathematics Combined Population Status	<p>Limited English Proficiency Mathematics Combined Population Status used to indicate if the percentage of Proficient or above LEP used students who have exited the LEP program in the last two years for LEP to ascertain if AMO was attained.</p> <ul style="list-style-type: none"> <li>To be used only if LEP subpopulation is of sufficient size to be reportable for AYP.</li> <li>Need not be used even if there is sufficient size.</li> <li>Procedure can not be used to obtain sufficient size</li> </ul> <p><b>Blank</b> No exited LEP students used  <b>c</b> Combined current and exited LEP students used</p>
LEP_PAR_COMB	Char.	1	Calculated	Limited English Proficiency Participation Combined Population Status	<p>Limited English Proficiency Participation Combined Population Status used to indicate if the percentage of Proficient or above LEP used students who have exited the LEP program in the last two years for LEP to ascertain if AMO was attained.</p> <ul style="list-style-type: none"> <li>To be used only if LEP subpopulation is of sufficient size to be reportable for AYP.</li> <li>Need not be used even if there is sufficient size.</li> <li>Procedure can not be used to obtain sufficient size</li> </ul> <p><b>Blank</b> No exited LEP students used  <b>c</b> Combined current and exited LEP students used</p>
LEP_04_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 4 Students Accountable 2003	<p>Number of Limited English Proficiency grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_05_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 5 Students Accountable 2003	<p>Number of Limited English Proficiency grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_07_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 7 Students Accountable 2003	<p>Number of Limited English Proficiency grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_08_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 8 Students Accountable 2003	<p>Number of Limited English Proficiency grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_10_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 10 Students Accountable 2003	<p>Number of Limited English Proficiency grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_11_03	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 11 Students Accountable 2003	<p>Number of Limited English Proficiency grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_TPC_03	Num 6.0	8	Calculated	Limited English Proficiency Population Count - Students Accountable 2003	<p>Number of Limited English Proficiency grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_RDPD_03	Num 6.2	8	Percent	Limited English Proficiency Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Limited English Proficiency reading students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
LEP_RD_FG_03	Num 3.0	8		Limited English Proficiency Reading Flag 2003	<p>An indicator for Reading that marks if the Limited English Proficiency student subpopulation comprises 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>0 = 15% trigger not used for sufficient size AMO analysis 1 = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
LEP_MAPD_03	Num 6.2	8	Percent	Limited English Proficiency Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Limited English Proficiency mathematics students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_MA_FG_03	Num 3.0	8		Limited English Proficiency Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Limited English Proficiency student subpopulation comprises 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>0 = 15% trigger not used for sufficient size AMO analysis 1 = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
LEP_04_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 4 Students Accountable 2004	<p>Number of Limited English Proficiency grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_05_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 5 Students Accountable 2004	<p>Number of Limited English Proficiency grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_07_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 7 Students Accountable 2004	<p>Number of Limited English Proficiency grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_08_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 8 Students Accountable 2004	<p>Number of Limited English Proficiency grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_10_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 10 Students Accountable 2004	<p>Number of Limited English Proficiency grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_11_04	Num 6.0	8	Sum	Limited English Proficiency Count of Grade 11 Students Accountable 2004	<p>Number of Limited English Proficiency grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LEP_TPC_04	Num 6.0	8	Calculated	Limited English Proficiency Population Count - Students Accountable 2004	<p>Number of Limited English Proficiency grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_RD_04	Num 6.0	8	Sum	Limited English Proficiency Tested Reading 2004	Limited English Proficiency students tested in Reading - 2004 <ul style="list-style-type: none"> <li>Total number of Limited English Proficiency Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
LEP_RDPD_04	Num 6.2	8	Percent	Limited English Proficiency Tested Reading Percentage Proficient & Distinguished 2004	Percentage of Limited English Proficiency reading students that are Proficient or Distinguished - 2004 <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> <li>If LEP subpopulation is of sufficient size to be reportable, LEP students who have exited the LEP program (by attainment of English proficiency) in the last two years will be added to the current year subpopulation prior to calculation of the percentage of Proficient or above.</li> </ul>
LEP_RDCI_04	Num 6.2	8	Percent	Limited English Proficiency Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	Percentage of Limited English Proficiency reading students Proficient or Distinguished Confidence Interval - 2004 <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
LEP_RDCI_FAC_04	Num 6.4	8	Table	Limited English Proficiency Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	Percentage of Limited English Proficiency reading students Proficient & Distinguished Confidence Interval factor used - 2004 <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to N - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_RD_FG_04	Num 3.0	8		Limited English Proficiency Reading Flag 2004	<p>An indicator for Reading that marks if the Limited English Proficiency student subpopulation comprises 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
LEP_MA_04	Num 6.0	8	Sum	Limited English Proficiency Tested Mathematics 2004	<p>Limited English Proficiency students tested in Mathematics - 2004</p> <ul style="list-style-type: none"> <li>Total number of Limited English Proficiency Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
LEP_MAPD_04	Num 6.2	8	Percent	Limited English Proficiency Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Limited English Proficiency Mathematics students that are Proficient or Distinguished - 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> <li>If LEP subpopulation is of sufficient size to be reportable, LEP students who have exited the LEP program (by attainment of English proficiency) in the last two years will be added to the current year subpopulation prior to calculation of the percentage of Proficient or above.</li> </ul>
LEP_MACI_04	Num 6.2	8	Percent	Limited English Proficiency Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Limited English Proficiency Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_MACI_FAC_04	Num 6.4	8	Table	Limited English Proficiency Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Limited English Proficiency Mathematics students Proficient &amp; Distinguished Confidence Interval factor used - 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to N - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>
LEP_MA_FG_04	Num 3.0	8		Limited English Proficiency Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Limited English Proficiency student subpopulation comprises 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_PAR_04	Num 3.0	8	Sum	Limited English Proficiency Participation Rate 2004	<p>Limited English Proficiency students Participation Rate - 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
LEP_PAR_CNT_04	Num 6.0	8	Sum	Limited English Proficiency eligible Participation Count 2004	<p>Limited English Proficiency eligible to be tested students Participation Count - 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability).</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LEP_PAR_FG_04	Num 3.0	8		Limited English Proficiency Participation Rate Computation Flag 2004	<p>An indicator for Limited English Proficiency student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ul style="list-style-type: none"> <li><b>0.</b> Computed using only current year data</li> <li><b>2.</b> Computed using the latest two year participation rates and averages them</li> <li><b>3.</b> Computed using the latest three year participation rates and averages them</li> </ul> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>FREE AND REDUCED LUNCH PROGRAM</b>
AYP_LUP_RD	Char.	1	Calculated	AMO Free and Reduced Lunch Program Reading Status	<p>Adequate Measurable Objective (AMO) - Free and Reduced Lunch Program Reading Status</p> <p><b>Y</b> = Yes, met AMO            If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor            If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ul style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ul> <p><b>*</b> = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_LUP_MA	Char.	1	Calculated	AMO Free and Reduced Lunch Program Mathematics Status	<p>Adequate Measurable Objective - Free and Reduced Lunch Program Mathematics Status</p> <p><b>Y</b> = Yes, met AMO                      If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor                      If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_LUP_PAR	Char.	1	Calculated	AMO Free and Reduced Lunch Program Participation Rate Status	<p>Adequate Measurable Objective - Free and Reduced Lunch Program Participation Rate Status</p> <p><b>Y</b> Yes, met AMO  <b>N</b> No, AMO not met  <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
LUP_04_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 4 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_05_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 5 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_07_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 7 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_08_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 8 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_10_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 10 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_11_03	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 11 Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_TPC_03	Num 6.0	8	Calculated	Free and Reduced Lunch Program Population Count - Students Accountable 2003	<p>Number of Free and Reduced Lunch Program grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_RDPD_03	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Free and Reduced Lunch Program reading students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
LUP_RD_FG_03	Num 3.0	8		Free and Reduced Lunch Program Reading Flag 2003	<p>An indicator for Reading that marks if the Free and Reduced Lunch Program student subpopulation comprises 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

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File Name: NCLByy

Date Created: August 3, 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_MAPD_03	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Free and Reduced Lunch Program mathematics students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
LUP_MA_FG_03	Num 3.0	8		Free and Reduced Lunch Program Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Free and Reduced Lunch Program student subpopulation comprises 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
LUP_04_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 4 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_05_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 5 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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File Name: NCLByy

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Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_07_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 7 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_08_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 8 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_10_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 10 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_11_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Count of Grade 11 Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>



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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_TPC_04	Num 6.0	8	Calculated	Free and Reduced Lunch Program Population Count - Students Accountable 2004	<p>Number of Free and Reduced Lunch Program grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
LUP_RD_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Tested Reading 2004	<p>Free and Reduced Lunch Program students tested in Reading - 2004</p> <ul style="list-style-type: none"> <li>Total number of Free and Reduced Lunch Program Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
LUP_RDPD_04	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Free and Reduced Lunch Program reading students that are Proficient or Distinguished - 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
LUP_RDCI_04	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Free and Reduced Lunch Program reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
LUP_RDCI_FAC_04	Num 6.4	8	Table	Free and Reduced Lunch Program Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Free and Reduced Lunch Program reading students Proficient &amp; Distinguished Confidence Interval factor used - 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to N - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_RD_FG_04	Num 3.0	8		Free and Reduced Lunch Program Reading Flag 2004	<p>An indicator for Reading that marks if the Free and Reduced Lunch Program student subpopulation comprises 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
LUP_MA_04	Num 6.0	8	Sum	Free and Reduced Lunch Program Tested Mathematics 2004	<p>Free and Reduced Lunch Program students tested in Mathematics - 2004</p> <ul style="list-style-type: none"> <li>Total number of Free and Reduced Lunch Program Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
LUP_MAPD_04	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Free and Reduced Lunch Program Mathematics students that are Proficient or Distinguished - 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
LUP_MACI_04	Num 6.2	8	Percent	Free and Reduced Lunch Program Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Free and Reduced Lunch Program Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
LUP_MACI_FAC_04	Num 6.4	8	Table	Free and Reduced Lunch Program Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Free and Reduced Lunch Program Mathematics students Proficient &amp; Distinguished Confidence Interval factor used - 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to <i>N</i> - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_MA_FG_04	Num 3.0	8		Free and Reduced Lunch Program Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Free and Reduced Lunch Program student subpopulation comprises 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP_PAR_04	Num 3.0	8	Sum	Free and Reduced Lunch Program Participation Rate 2004	<p>Free and Reduced Lunch Program students Participation Rate - 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
LUP_PAR_CNT_04	Num 6.0	8	Sum	Free and Reduced Lunch Program eligible Participation Count 2004	<p>Free and Reduced Lunch Program eligible to be tested students Participation Count - 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability).</li> </ul>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
LUP1.	Num 3.0	8		Free and Reduced Lunch Program Participation Rate Computation Flag 2004	<p>An indicator for Free and Reduced Lunch Program student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ul style="list-style-type: none"> <li><b>0.</b> Computed using only current year data</li> <li><b>2.</b> Computed using the latest two year participation rates and averages them</li> <li><b>3.</b> Computed using the latest three year participation rates and averages them</li> </ul> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>
					<b>STUDENTS WITH DISABILITIES</b>
AYP_ACD_RD	Char.	1	Calculated	AMO Students with Disabilities Reading Status	<p>Adequate Measurable Objective (AMO) - Students with Disabilities Reading Status</p> <p><b>Y</b> = Yes, met AMO            If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor            If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ul style="list-style-type: none"> <li>1. Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>2. Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ul> <p><b>*</b> = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
AYP_ACD_MA	Char.	1	Calculated	AMO Students with Disabilities Mathematics Status	<p>Adequate Measurable Objective - Students with Disabilities Mathematics Status</p> <p><b>Y</b> = Yes, met AMO If the value of confidence interval plus the value of percent of students whose Reading performance was Proficient or above is equal to or greater than its Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</p> <p><b>N</b> = No, AMO not met</p> <p><b>S</b> = Safe, met AMO requirement through Safe Harbor If AMO is not normally met a school/district can still meet AYP thru Safe Harbor by meeting both the following criteria:</p> <ol style="list-style-type: none"> <li>Students in the particular subpopulation have 10% fewer students scoring below proficient than last year (in reading and/or mathematics). And</li> <li>Students in the particular subpopulation have improved their academic index or have obtained an academic index of 100 or greater. (Note that the academic index is lagged a year.)</li> </ol> <p>* = Asterisk, Not sufficient population to make AMO status judgment</p> <p>Note: <b>Safe Harbor</b> – If a school does not meet the reading or mathematics requirement for meeting AYP, the school shall be considered to have met AYP if within the school or subpopulation(s) that did not meet the federal requirements, the percent of students scoring below proficient is reduced by 10% and the students in the same subpopulation(s) demonstrate improvement on the academic index at the elementary, middle, and high school levels (unless the academic index is equal to or greater than 100).</p>
AYP_ACD_PAR	Char.	1	Calculated	AMO Students with Disabilities Participation Rate Status	<p>Adequate Measurable Objective - Students with Disabilities Participation Rate Status</p> <p><b>Y</b> Yes, met AMO <b>N</b> No, AMO not met <b>*</b> Asterisk, Not sufficient size to make AMO status judgment</p> <p>Note 1: To make AYP you must have at least a 95% participation rate for all students in this subpopulation of sufficient size.</p> <p>Note 2: <b>Sufficient size</b> for Participation Rate occurs only if reportable population meets a minimum group size (10 students per grade and 60 students overall per school/district).]</p>
ACD_04_03	Numerical 6.0	8	Sum	Students with Disabilities Count of Grade 4 Students Accountable 2003	<p>Number of Students with Disabilities grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACD_05_03	Num 6.0	8	Sum	Students with Disabilities Count of Grade 5 Students Accountable 2003	<p>Number of Students with Disabilities grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_07_03	Num 6.0	8	Sum	Students with Disabilities Count of Grade 7 Students Accountable 2003	<p>Number of Students with Disabilities grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_08_03	Num 6.0	8	Sum	Students with Disabilities Count of Grade 8 Students Accountable 2003	<p>Number of Students with Disabilities grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_10_03	Num 6.0	8	Sum	Students with Disabilities Count of Grade 10 Students Accountable 2003	<p>Number of Students with Disabilities grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACD_11_03	Num 6.0	8	Sum	Students with Disabilities Count of Grade 11 Students Accountable 2003	<p>Number of Students with Disabilities grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2003.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_TPC_03	Num 6.0	8	Calculated	Students with Disabilities Population Count - Students Accountable 2003	<p>Number of Students with Disabilities grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2003.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_RDPD_03	Num 6.2	8	Percent	Students with Disabilities Tested Reading Percentage Proficient & Distinguished 2003	<p>Percentage of Students with Disabilities reading students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ACD_RD_FG_03	Num 3.0	8		Students with Disabilities Reading Flag 2003	<p>An indicator for Reading that marks if the Students with Disabilities student subpopulation comprise 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>



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ACD_MAPD_03	Num 6.2	8	Percent	Students with Disabilities Tested Mathematics Percentage Proficient & Distinguished 2003	<p>Percentage of Students with Disabilities mathematics students that are Proficient or Distinguished - 2003</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ACD_MA_FG_03	Num 3.0	8		Students with Disabilities Mathematics Flag 2003	<p>An indicator for Mathematics that marks if the Students with Disabilities student subpopulation comprise 15% of all students in combined tested grades - 2003.</p> <p>INDICATOR ONLY USED IF:</p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>0</b> = 15% trigger not used for sufficient size AMO analysis  <b>1</b> = 15% trigger was used for sufficient size AMO analysis</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ACD_04_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 4 Students Accountable 2004	<p>Number of Students with Disabilities grade 4 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_05_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 5 Students Accountable 2004	<p>Number of Students with Disabilities grade 5 students tested (KCCT) plus the grade 4 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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ACD_07_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 7 Students Accountable 2004	<p>Number of Students with Disabilities grade 7 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_08_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 8 Students Accountable 2004	<p>Number of Students with Disabilities grade 8 students tested (KCCT) plus the grade 8 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_10_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 10 Students Accountable 2004	<p>Number of Students with Disabilities grade 10 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_11_04	Num 6.0	8	Sum	Students with Disabilities Count of Grade 11 Students Accountable 2004	<p>Number of Students with Disabilities grade 11 students tested (KCCT) plus the grade 12 submission year Alternate Portfolio (AP) students accountable to the school/district in 2004.</p> <ul style="list-style-type: none"> <li>Count used in Annual Measurable Objective (AMO) calculations</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>

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ACD_TPC_04	Num 6.0	8	Calculated	Students with Disabilities Population Count - Students Accountable 2004	<p>Number of Students with Disabilities grades 4 – 12 students tested (KCCT) plus the grades 4, 8, &amp; 12 submission year Alternate Portfolio (AP) students accountable to the school/district (as appropriate to school/district configuration) in 2004.</p> <ul style="list-style-type: none"> <li>Count only used in Annual Measurable Objective (AMO) sufficient size calculation to see if subpopulation meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>Only students that have been in school/district a full academic year are considered.</li> </ul> <p>Note: <b>Full Academic Year</b> – A full academic year is considered as one hundred (100) <i>instructional</i> days (not necessarily consecutive) of enrollment in a school/district, from the first day of school to the first day of testing window.</p>
ACD_RD_04	Num 6.0	8	Sum	Students with Disabilities Tested Reading 2004	<p>Students with Disabilities students tested in Reading - 2004</p> <ul style="list-style-type: none"> <li>Total number of Students with Disabilities Reading students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ACD_RDPD_04	Num 6.2	8	Percent	Students with Disabilities Tested Reading Percentage Proficient & Distinguished 2004	<p>Percentage of Students with Disabilities reading students that are Proficient or Distinguished - 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Reading performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ACD_RDCI_04	Num 6.2	8	Percent	Students with Disabilities Tested Reading Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Students with Disabilities reading students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Reading to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ACD_RDCI_FAC_04	Num 6.4	8	Table	Students with Disabilities Tested Reading Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Students with Disabilities reading students Proficient &amp; Distinguished Confidence Interval factor used - 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to N - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df</i>'s &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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ACD_RD_FG_04	Num 3.0	8		Students with Disabilities Reading Flag 2004	<p>An indicator for Reading that marks if the Students with Disabilities student subpopulation comprise 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p>1 = The subpopulation constitutes at least 15% of the total accountable student population.  0 = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>
ACD_MA_04	Num 6.0	8	Sum	Students with Disabilities Tested Mathematics 2004	<p>Students with Disabilities students tested in Mathematics - 2004</p> <ul style="list-style-type: none"> <li>Total number of Students with Disabilities Mathematics students tested at and accountable to this school.</li> <li>Count includes Alternate Portfolio students.</li> </ul>
ACD_MAPD_04	Num 6.2	8	Percent	Students with Disabilities Tested Mathematics Percentage Proficient & Distinguished 2004	<p>Percentage of Students with Disabilities Mathematics students that are Proficient or Distinguished - 2004</p> <ul style="list-style-type: none"> <li>Percent of students whose Mathematics performance was Proficient or above.</li> <li>Subpopulation is only reportable if it meets sufficient size criteria (10 students per grade and 60 students overall per school/district or 15% of population).</li> </ul>
ACD_MACI_04	Num 6.2	8	Percent	Students with Disabilities Tested Mathematics Percentage Proficient & Distinguished Confidence Interval 2004	<p>Percentage of Students with Disabilities Mathematics students Proficient or Distinguished Confidence Interval – 2004</p> <ul style="list-style-type: none"> <li>The upper bound of the confidence interval CI is obtained by adding to the observed percent of students scoring Proficient or above in Mathematics to the product of the critical value (student <i>t</i> 99%) and the <i>standard error of the proportion</i>.</li> <li>If the upper bound value of this confidence interval is equal to or greater than the school's/district's Annual Measurable Objective (AMO) then the school/district has met the requirements for Adequate Yearly Progress (AYP) for this population.</li> </ul>
ACD_MACI_FAC_04	Num 6.4	8	Table	Students with Disabilities Tested Mathematics Percentage Proficient & Distinguished Confidence Interval Factor used 2004	<p>Percentage of Students with Disabilities Mathematics students Proficient &amp; Distinguished Confidence Interval factor used - 2004</p> <ul style="list-style-type: none"> <li>This value (factor) is the critical value from Student's <i>t</i> distribution with degrees of freedom <i>df</i> equal to N - 1. The probability used is .01 (two-tail).</li> <li>Critical value for <i>df's</i> &gt; 100 equal the critical value of <i>df</i> = 100</li> </ul>

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ACD_MA_FG_04	Num 3.0	8		Students with Disabilities Mathematics Flag 2004	<p>An indicator for Mathematics that marks if the Students with Disabilities student subpopulation comprise 15% of all students in combined tested grades - 2004.</p> <p><b>INDICATOR ONLY USED IF:</b></p> <ul style="list-style-type: none"> <li>There are at least 10 subpopulation students per accountable grade.</li> <li>The subpopulation did not meet the 60 rule (60 subpopulation students overall per school/district).</li> <li>The subpopulation constitutes at least 15% of the total accountable student population.</li> </ul> <p><b>1</b> = The subpopulation constitutes at least 15% of the total accountable student population.  <b>0</b> = The subpopulation DOES NOT constitutes at least 15% of the total accountable student population.</p> <p>Note: If flag is set there is sufficient size for AMO analysis. However, if the flag is not set that does not mean that there is not sufficient size for AMO analysis. AMO analysis could have been already triggered by 10/60 rule (10 subpopulation students at each accountable grade and a total of 60 subpopulation students).</p>

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACD_PAR_04	Num 3.0	8	Sum	Students with Disabilities Participation Rate 2004	<p>Students with Disabilities students Participation Rate - 2004</p> <ul style="list-style-type: none"> <li>Rate is an average of the number of tested students divided by the number of eligible students by appropriate school level. For example, if a school has multiple levels (i.e. elementary and middle (grades P-8)) the overall rate (to the nearest whole number) would be the average of the elementary rate (to the nearest whole number) and the middle school rate (to the nearest whole number).</li> <li>Rate Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in the calculation of participation rate</li> <li>Rate uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability) relative to <b>ALL</b> Students within the school. <b>NO</b> enrolled student at the time of testing may be excluded from the NCLB Participation rate.</li> <li>Subpopulation is only reportable if it meets a minimum group size (10 students per grade and 60 students overall per school/district).</li> <li>If subpopulation is not reportable because it did not met the 10/60 rule the data is blanked.</li> <li>Participation rate can be an average of up to three years. <ol style="list-style-type: none"> <li>If the participation rate for the current year is equal to or exceeds 95%, it is reported and no averaging is needed. The current year percentage is reported.</li> <li>If the participation rate for current year (2003-04) falls below 95%, it is averaged with the participation rate for the prior year (2002-2003), <u>and</u> with both the two prior years (2002-2003 and 2001-2002). Whichever of these two averages is greater is the one that will be reported.</li> </ol> </li> </ul> <p>If a school or district does not have data for all 3 years, the data available will be averaged. This situation could occur when a school has enough students for a sufficient population to be reported for the current year, but did not have sufficient population to be reported in the previous two years.</p>
ACD_PAR_CNT_04	Num 6.0	8	Sum	Students with Disabilities eligible Participation Count 2004	<p>Students with Disabilities eligible to be tested students Participation Count - 2004</p> <ul style="list-style-type: none"> <li>Count Includes all non-exempted students with the exception of Limited English Proficient (LEP), foreign exchange students or students that have transferred to another state during testing.</li> <li>Alternate portfolio student count will be used for each grade that their performance scores are used.</li> <li>Writing portfolio student count is not used in eligibility.</li> <li>Count uses the number of students tested at this school (CODEOGOD - School of Origin) <b>NOT</b> the number of students accountable to this school (CODEOD - Code of Accountability).</li> </ul>

# NCLB FEDERAL ACCOUNTABILITY REPORT - 2004

File Name: NCLByy

Date Created: August 3, 2004

Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
ACD_PAR_FG_04	Num 3.0	8		Students with Disabilities Participation Rate Computation Flag 2004	<p>An indicator for Students with Disabilities student participation rate that marks the type of computation used to calculate the rate – 2004</p> <p>Participation Rate Calculation Types:</p> <ul style="list-style-type: none"> <li><b>0.</b> Computed using only current year data</li> <li><b>2.</b> Computed using the latest two year participation rates and averages them</li> <li><b>3.</b> Computed using the latest three year participation rates and averages them</li> </ul> <p>Note: The setting of the Participation Rate Flag to 3 (Computed using the latest three year participation rates and averages them) it does not necessarily mean that three years of data is used to calculate the participation rate. It is possible that in the second year the school/district did not have a sufficient size sub population and thus no rate was calculated.</p>